

HYSTERICAL NEWSLETTER

THIS MONTHS QUIZ.... C.A.P. PILOT TYPES.....

WHO FLIES A "SPAM CAN" (WITH A TRAINING WHEEL IN FRONT)?
WHO FLIES A TAIL DRAGGER?



LEE RAGAN '84

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EDITORIAL

"More than most professions, the military is forced to depend on intelligent interpretation of the past for signposts charting the future. Devoid of opportunity, in peace, for self-instruction through actual practice in his profession, the soldier makes maximum use of the historical record in assuring the readiness of himself and his command to function efficiently in emergency. The facts derived from historical analysis, he applies to conditions of the present and the proximate future, thus developing synthesis of appropriate method, organization, and doctrine." Not quite as famous as his "old soldiers" quotation but equally worthy of note are the above words of General Douglas MacArthur. Although written specifically for the full time professional military, I suggest that much of what is said relates to our quasi-military environment in CAP. The question of applicability quite naturally arises. In answer, I submit that it is the chartered responsibility of the National Historical Committee to make the "signposts" readily available to those who chart the destiny of our great organization. What is not said by MacArthur is that one of the equally potent products of the study of history is the development of pride in what one is doing. Considering the fact that our organization is made up wholly of volunteers who give so freely of their time and monies, this makes the development of unit pride essential to their recruitment and retention. It then falls our lot to continue our efforts toward the development of a knowledge of Civil Air Patrol History, not as a means of self gratification, but as a means of contributing to continued organizational growth and effectiveness.

Les

ABOUT THE COVER

Our ever waggish artist did it again with this months cover. Anyone failing this quiz just hasn't had the fun(?) of a member of the elite group of pilots who learned to fly rather than drive airplanes. So as a member of that dying breed I join Lee in saluting those who have yet to ground loop and can still smile and wear marginally acceptable flight clothes.

RECORDS ACCUMULATION

Apologies to Merie for failing to include her fine Oral History on Frank Myers in the list placed with AFHRC. Failed to do so by oversight but will rectify at next submittal. Sorry, Merie but as I have said before "my accuracy is commensurate with my pay."

Some of you may remember Major Lois Thorp's excellent article of about a year ago on Coastal Patrol Base 1. Recently she was so kind as to donate her original research material on CPl, Tow Target 22, Gill Robb Wilson, and material she solicited from J. Duncan Campbell author of the well known treatise on American Aviation Badges. Haven't had the time to complete the inventory of items received but will do so and include in future issue of HNL.

PROJECT WARRIOR

I must confess to being nearly totally ignorant as regards the USAF's Project WARRIOR until my recent visit to National. At that time thanks to Don Giglio (PA) and later conversations with Lloyd Cornett (AFHRC) I became acquainted with the program as well as the overall Project WARRIOR Coordinator Lt. Colonel Robert C. Ehrhart, USAF. Thanks to Bob's generosity and thoroughness we have been provided with copies of all previously issued material and placed on the mailing list for future issues. As an introduction to the project, attached is a "Brief Overview..." which was extracted from the project's Professional Studies Support Booklet. Both of WARRIOR's objectives are very appropriate for our program. Although not a combat element at this time our heritage includes that very vital period where we were engaged in combat missions during World War II.

WARRIOR's second objective, taken in light of improving our overall knowledge of Military History appears worthy of adoption. Depending on our personal interest and available time we could well afford to spend some time on WARRIOR's Military History Professional Reading Course as covered by the appropriate attachment hereto. I, for one, plan on setting aside some time to do so. To this end I have ordered all volumes of recommended reading and plan on starting before my enthusiasm wanes. Obviously, I can't read all 12 volumes at the same time so I will be most happy to loan copies to anyone requesting with the understanding that they be returned to me within 30-60 days. In the event that you would like to order books for your own use an order blank is also included. As guidance to your reading I have also attached the twelve Reading/Discussion Guides relating to the reading list.

The material provided includes many more items of interest which I will take the liberty of including in future issues of the HNL.

SELECTED READING LIST

Recent unofficial contacts with Fred Shiner, Deputy Chief, Air Force History, resulted in the donation of the seven volume series on the Army Air Forces in World War II (Craven and Cates). Being fairly conversant with "Green Suit" history and only superficially with "blue suit" stuff I intend to read them prior to putting them on file at National. This will take a while so I'll make the offer that anyone wanting to read them a volume at a time can do so by contacting me and I will mail the requested copy. After a reasonable period of time they can be mailed back to me for use by others.

In addition, Fred provided me with the attached listing of publications on Air Force History which are currently available from the government printing office.

HISTORICAL COINCIDENCE

Was recently contacted by the son of CAP Coastal Patrol Base 11 pilot. 1LT (Dr.) Paul W. Davis. Lieutenant Davis was killed while on routine patrol on 26 February 1943. At the time he was flying Beech Staggerwing NC 15402. Being the curious type when it comes to old airplanes I looked the NC number up in an attempt to determine the specific model number. Surprise, not only was I able to pin down the fact that it was a B-17-L but also it was one of the few put on floats and was illustrated. Needless to say that this coincidence was a real thrill since it added to our list of "rare birds" along with the Sikorskis, Fleetwing Seabirds, et al previously identified. A picture of it which was extracted from U.S. CIVIL AIRCRAFT, Volume 6 by Joseph P. Jupiter (Aero Publishers, Inc., Fallbrook, CA 92028) is attached.

A DISTINGUISHED GROUP

The attached copy of a group photograph of those attending the Committee meeting is included to show just how distinguished we are in spite of the absence of several. It is included thanks to the efforts of Bill as are the prints which are distributed as far as they went. (Not playing favorites, I drew names out of a hat for the copies available.

GOALS

The list of items due between now and the first of year is an imposing one. Many worthwhile items to be accomplished on the attached Goals Report. I am confident that we will all make progress toward their attainment.

Les
October 1984

DISTRIBUTION:

Members NHC
Selected Individuals

A Brief Overview
of
PROJECT WARRIOR

PROJECT WARRIOR was created to address two of our people-related shortcomings. The first of these is an attitude/identity problem. Over the past several years some Air Force people have come to view their work as an ordinary 8-5 job, unrelated to warfighting. This erosion of professional values is manifested in many ways, not the least of which is an emphasis on management rather than leadership.

Our second problem is a lack of knowledge about warfare among Air Force members. This is our professional subject, yet we have failed to emphasize it over the past few decades. Instead, we have concentrated on important subareas like weapons procurement, resources management, and personnel pay/benefits.

PROJECT WARRIOR's two objectives aim directly at these two problems. WARRIOR's first objective—to improve the warfighting spirit and perspective of Air Force people—addresses the attitude/identity issue. We know that a dedicated, professional force is essential to national security. Therefore, PROJECT WARRIOR seeks to implant the professional values that have distinguished America's warriors of the past—"Duty, Honor, Country." It emphasizes our special responsibility to the nation and the fact that we are all important members of a combat team.

WARRIOR's second objective—to improve our peoples' understanding of the theory and practice of war, with particular emphasis on the contribution of airpower, to help us better prepare for the future—aims at the heart of the knowledge problem. We need to know more about war than any other subject. We must outthink our adversaries if we are going to carry out our responsibilities to the nation. The Soviets possess far more military hardware and manpower than we do. Their officer corps is involved in an extensive, on-going study of combat operations. If we are to deter them, or defeat them in combat, we must know how to do more with less. We also must know how to fight effectively in low intensity conflicts. Our experience in Vietnam a decade ago indicates that technological and numerical superiority do not guarantee victory in limited or peoples' war. As former Chief of Staff General Lew Allen, Jr. said when he initiated PROJECT WARRIOR: "I believe that a continuing study of military history, combat leadership, the principles of war, and particularly the application of airpower, is necessary for us to meet the challenges that lie ahead."

Our renewed emphasis on the study of warfare does not mean we want war. As guardians of American security, however, we realize we must be prepared. By attaining the two PROJECT WARRIOR objectives, we will provide the nation a more dedicated and capable force. This will contribute significantly to deterrence; it will also insure the United States possesses a potent warfighting instrument should deterrence fail.

WARRIOR is a long-term project involving all Air Force people—officer, enlisted, civilian, and reserves. It got into full swing on 1 September 1982. Headquarters Air Force, DCS/Plans and Operations, is the focal point, but we want PROJECT WARRIOR to be tailored to meet MAJCOM and unit needs. The Air Staff will continue to develop resources for use in the field, foster the exchange of ideas between units, and emphasize the importance of WARRIOR's objectives Air Force-wide. However, it is up to MAJCOMs and local units to design and carry out their own programs.

If PROJECT WARRIOR is to achieve its two objectives, a wide spectrum of activities as well as the active involvement of Air Force leaders at every level are necessary. We believe three types of unit activity are appropriate: (1) those that motivate; (2) those that help our people form a personal identification as military professionals; and (3) those that provide Air Force members a deeper understanding of warfare. Motivational activity can have an impact on virtually all individuals, but it is especially suited for our newer people. Air Force heritage movies, posters, parades, remarks from leaders during commander's call, etc., all play a part. They help our people grasp the importance of what they are doing and help them understand they are an important part of the team. Activities that help Air Force members' professional identification and/or improve their knowledge of war include PME correspondence courses, military history and warfighting discussion groups, professional reading programs, war gaming, and guest speaker programs.

The role of leadership in the WARRIOR effort is an obvious one. Air Force leaders, particularly those at the squadron and wing level, are key to instilling a sense of mission and warfighting spirit in our people and to sparking their interest in the study of war. Our leaders serve as role models and are responsible for the professional development of those under their command. The active involvement of Air Force leaders, together with the many PROJECT WARRIOR activities and the continued emphasis on WARRIOR objectives throughout the Air Force, will enable us to provide the nation a far more effective combat Air Force.

MILITARY HISTORY PROFESSIONAL READING COURSE

War is one of the constants of history, and has not diminished with civilization or democracy. In the last 3,421 years of recorded history only 268 have seen no war. (Will and Ariel Durant in Lessons of History)

More than most professions, the military is forced to depend on intelligent interpretation of the past for signposts charting the future. . . . The soldier makes maximum use of the historical record in assuring the readiness of himself and his command. (General Douglas MacArthur)

These quotes point up the importance of military history, the study of which enables us to benefit from the experiences of others who were also charged with responsibility for national security. By learning the lessons of the past we are better prepared to solve the military problems of the future.

Through the efforts of Air University and the Air Force Library Service, PROJECT WARRIOR now has a program designed specifically to help Air Force people achieve this end. The Military History Professional Reading Course can be used as a tool for self-study or a vehicle for group discussion. Those who participate in the course certainly will grow professionally.

Here's how the course works. We have selected twelve superior military history books which deal with such important topics as strategy, military thought, aerial combat, leadership, and the evolution of warfare. Those participating in the course simply read the books. To assist them, we've prepared a one-page reading/discussion guide on each volume. Each guide contains a short synopsis of the book as well as some questions to consider while reading. There is no testing or final grade in this course—no squares to fill—only the opportunity to learn more about our business: warfare.

Participants in the course will marvel at the genius of a Chinese warrior whose treatise on war, written in 400 B.C., influenced Mao and is still relevant today. They will trace the roots of the American "way of war" from the battlefields of Saratoga and Antietam to the rice paddies of Vietnam, and feel the helplessness of world leaders who watched as events outdistanced the brightest minds of statesmen and generals down the road to World War I. Readers will share the fear of a B-24 pilot as he approaches Ploesti, and experience the frustration felt by American fighting men and their leaders attempting to adjust to the rules of insurgency warfare in Vietnam.

The books and reading/discussion guides are available in every base library. Additional copies are contained in the WARRIOR Professional Studies Support Booklet. For those individuals who want to make one or more of the volumes part of their personal library, we have arranged with Key Book Service to sell the volumes at a substantial discount. See your base librarian for details. (Allow at least two weeks for book delivery from the vendor.) You may reprint both the order form and the reading/discussion guides. For overseas participants, many of the books used in the course may soon be for sale in Stars and Stripes bookstores.

We encourage those taking the course to participate in reading groups, for individuals can gain more from the program if they have the opportunity to discuss what they have read with others. Your librarian will help establish the groups if there are enough people interested.

Listed below are the books used in the course:

Sun Tzu	<u>The Art of War</u>
Michael Howard	<u>War in European History</u>
Russell Weigley	<u>The American Way of War</u>
Walter Millis	<u>Arms and Men</u>
James Stokesbury	<u>A Short History of World War I</u>
James J. Hudson	<u>Hostile Skies</u>
Len Deighton	<u>Fighter: The True Story of the Battle of Britain</u>
Philip Ardery	<u>Bomber Pilot: A Memoir of World War II</u>
Ronald Lewin	<u>Ultra Goes to War</u>
John L. Gaddis	<u>Strategies for Containment</u>
James Michener	<u>Bridges of Toko-Ri</u>
Guenter Lewy	<u>America in Vietnam</u>

PROJECT WARRIOR
MILITARY HISTORY PROFESSIONAL READING COURSE
BOOK ORDER FORM

Please send me the books I have checked below.

<u>Check Here</u>			<u>Number desired</u>	<u>Total Price</u>
<input type="checkbox"/>	Sun Tzu, <u>The Art of War</u>@5.35	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Michael Howard, <u>War in European History</u>@5.35	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Russell Weigley, <u>The American Way of War</u>@8.95	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Walter Millis, <u>Arms and Men</u>@8.05	x	<input type="checkbox"/>	=
<input type="checkbox"/>	James Stokesbury, <u>A Short History of World War I</u>@7.15	x	<input type="checkbox"/>	=
<input type="checkbox"/>	James J. Hudson, <u>Hostile Skies</u>@13.50	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Len Deighton, <u>Fighter: The True Story of the Battle of Britain</u>@11.20	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Philip Ardery, <u>Bomber Pilot: A Memoir of World War II</u>@14.50	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Ronald Lewin, <u>Ultra Goes to War</u>@3.95	x	<input type="checkbox"/>	=
<input type="checkbox"/>	John L. Gaddis, <u>Strategies for Containment</u> ..@9.95	x	<input type="checkbox"/>	=
<input type="checkbox"/>	James Michener, <u>Bridges of Toko-Ri</u>@10.00	x	<input type="checkbox"/>	=
<input type="checkbox"/>	Guenter Lewy, <u>America in Vietnam</u>@8.95	x	<input type="checkbox"/>	=
	Shipping and Handling Per Order.....			<u>1.00</u>
	Total Cost			<u> </u>

Make checks payable for the above amount to:

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Mail this form and your check to:

Key Book Service
425 Asylum St
Bridgeport, Ct 06610

The Art of War

by

Sun Tzu

MILITARY HISTORY PROFESSIONAL
Reading/Discussion Guide # 1
READING COURSE



Sun Tzu's The Art of War is considered the first military classic. It was written sometime between 400 B.C. and 320 B.C. during a period in China described as the "era of the warring states." Except for the addition of cavalry which appeared later, war as Sun Tzu described it would remain basically unchanged for several hundred years after the appearance of his manuscript. To Sun Tzu, war was an extension of the state's policies and thus it must be considered with grave concern. His ideas on offensive strategy, maneuver, use of the terrain, and other factors of war eventually were to influence Mao Tse-tung and Ho Chi Minh. Truly a remarkable book, The Art of War remains an outstanding examination of the nature of war.

Questions for Consideration:

1. Describe the five fundamental factors used to assess war. Which factor was considered the most important? Do you agree?
2. Why did Sun Tzu consider deception the key to warfare?
3. What five qualities in a general's character did Sun Tzu consider dangerous?
4. What are the main elements of Sun Tzu's offensive strategy?
5. What are the similarities between Sun Tzu's theories of war and Mao Tse-tung's revolutionary insurgency strategy?

PROJECT WARRIOR

War in European History

by

Michael Howard

**MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 2**



This book is a survey of European warfare from the Middle Ages to the present. It describes how social changes, religion, and economics have changed warfare in each period. It also considers the reasons Europeans have resorted to armed violence. Howard explains that the way war is waged is determined by the nature of society, and the character of society is altered by the wars it fights. War in European History surveys each age of warfare in detail yet reflects Howard's gift for brevity. The volume provides a better understanding of the world we live in and the forces that shaped it.

Mr. Howard is a Fellow of the British Academy, Chichele Professor of the History of War at the University of Oxford, and a Fellow of All Souls College. He is one of the leading military historians in the world today.

Questions for Consideration:

1. What influence does a nation's society have on the way it conducts war?
2. What reasons do nations and societies give for waging war?
3. In the course of a thousand years of military history, what changes have taken place among the class of people who wage war?
4. What do you have in common (if anything) with the warriors of previous ages discussed in this book?
5. How has technology changed the nature of warfare and the society that wages it?

PROJECT WARRIOR

The American Way Of War

by

Russell F. Weigley

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 3



This is an authoritative and controversial study that traces the history of the way Americans have viewed and waged war. Weigley examines the development of U.S. military strategy, in theory and practice, from colonial times to the present. The object of that strategy has come to mean total destruction of the enemy. The main thesis of the book is that Americans have, whenever possible, tried to carry out a strategy of annihilation. However, after World War II, this concept has been challenged by a new age of limited, protracted conflicts beginning with the Korean War. The book concludes with a discussion of why the traditional American "way of war" is no longer appropriate in light of the existence of nuclear weapons and wars of national liberation.

Russell F. Weigley is Professor of History at Temple University. He has published several books and numerous articles on American military history.

Questions for Consideration:

1. What caused American military strategy to change between the American Revolution and the end of the Civil War?
2. Why did the Napoleonic Wars and the theories of Jomini have such a great impact on American military leaders during the Civil War?
3. How did World War I change the thinking of some American military strategists?
4. In World War II, did air power bring war to its ultimate absolute state?
5. Do American military policy makers today still favor a strategy of annihilation?
6. How have politics, economics, technology, and ideology changed American military thinking about waging war?

PROJECT WARRIOR

Arms and Men

by

Walter Millis

MILITARY HISTORY PROFESSIONAL
READING COURSE

Reading/Discussion Guide # 4



In Arms and Men, Walter Millis provides an insightful commentary on United States military history in relation to the social, political, economic, and technical developments since the nation's founding. Tracing the growth of the United States military, he begins by looking at the 18th century colonists, the first militia to be "democratically organized." This "democratization of war" by citizen-soldiers defending democratic institutions in which they had vested interests contrasted greatly with the ideas of the mercenary forces of George III. Not only did the diffusion of power manifest itself effectively on the battlefield through military tactics, but a system of universal service evolved which was to be repeated in the French Revolution years later.

Millis also considers how the industrial revolution, advanced managerial know-how, and science and technology, have led us to the point where war can produce total annihilation. In a chapter aptly titled "The Hypertrophy of War," Millis sees our present situation as a wedding of American warfare to these developments. Warfare has grown from being an instrument of policy in the relations of peoples and states into what the author terms "a horror of potential slaughter intolerable to a rational and decent mind." This tragic state of affairs is due to man's inability to make the strides in his political and social institutions which would control the potential monstrosity war has become.

As for the future, Millis is not so clear. Arms and Men is an excellent springboard for thought and discussion, but does not claim to be a comprehensive history, analysis, or forecast.

Questions for Consideration:

1. Is the "democratization of war" Millis viewed in colonial times still with us today?
2. Does Millis agree that the Civil War was the first "modern" war?
3. How does Millis view Woodrow Wilson?
4. Does the author attach any significance to the role of military aviation in warfare?
5. Does Millis fall short in his commentary by not addressing fully the future of "men" and "war"?
6. Does the author's view of many of the significant personalities in United States military history differ from your own?

PROJECT WARRIOR

A Short History of World War I

by

James L. Stokesbury

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 5



World War I, so far the most consequential war in modern history, has been studied in great detail. Good, single volumes on the war as a whole, however, are rare, largely because of the difficulty inherent in providing sufficient scope to be meaningful, appropriate detail to be understandable, and enough brevity to preclude discouragement. In this regard, Professor Stokesbury has written a commendable book. In smooth, flowing prose (and short chapters), he has interwoven the pattern of the war into a meaningful whole. From his opening chapter—appropriately entitled "The Long Fuse"—to his sensible epilogue, he provides balanced coverage of the major fronts on land and sea, leaders, campaigns, battles, and, of course, the peace process after the war. He also includes an excellent list of suggested readings for those whose interest in this stunning conflict has been awakened.

Stokesbury's volume is not a detailed operational history (airpower, which came of age in the "Great War," merits a little over three pages). Instead, it is a comprehensive survey of all dimensions of the war. It captures the dynamics of the conflict that make World War I so compelling and important to those who want to understand war. Stokesbury's approach allows the reader to understand why the events of the war outdistanced the understanding and best efforts of generals, politicians, and statemen alike. No other war better illustrates Clausewitz's famous dictum about the tendency of the escalation process to lead to extremes of violence. A single battle in 1916, for example, lasted ten months, consumed an average of 2.6 artillery rounds per square yard of surface, and produced 1,000,000 casualties for little or no gain.

Questions for Consideration:

1. Was Lloyd George right when he said that military and civil leaders "glided or stumbled" their way into World War I, "perhaps through folly?"
2. Why the intense focus on the Western Front?
3. Were there any viable alternatives to sustained attritional war on that front?
4. Why was it so difficult to "shut down" great battles such as Verdun, the Somme, and 3rd Ypres?
5. Why is the war described as "the worst soldiers' war in history?"
6. In what way did the staggering casualties influence the possibility of a negotiated peace? Likewise, how did they affect the harsh peace after the war?

PROJECT WARRIOR

Hostile Skies

by

James J. Hudson

MILITARY HISTORY PROFESSIONAL
READING COURSE

Reading/Discussion Guide # 6



This book is about the organization and combat history of the American Air Service in World War I. Professor James J. Hudson examines the training, organization, and problems of America's newest fighting force in the first four chapters. He then moves on to cover the experiences in battle of the fighting squadrons at the front. Even though World War I lasted over four years, the combat exploits of the American Air Service were only to span the last seven months of the war. The Americans had to literally start from scratch with the left-overs of the French Air Service. Even as late as 6 April 1917, we didn't have a "single unit trained for warfare." How the Air Service grew into 26 combat squadrons by the time of the St. Mihiel offensive, and totaled 45 squadrons by the end of the war, is the author's main theme. That, coupled with the exploits and combat experience of our flyers, makes interesting reading.

This is one of the few works that explains how the Air Service came to be; how it was equipped, organized, and led. For the first time it is apparent in this well-documented work, that the officers in the Service had to overcome tremendous obstacles in order to forge a viable fighting force. This book explains clearly and concisely how we went to war, and gives a coherent account of our combat exploits. Unlike many other works which focus only on the daring of individual fighter aces, the author carefully explains the contributions of the staff, support, balloon, night bombing, corps observation, army observation, day bombing, and pursuits units. His is one of the few comprehensive works on the Air Service in World War I.

Questions for Consideration:

1. Why were there no plans or programs for building an Air Service to fight in Europe prior to our involvement in the war?
2. What was the status of American civil aviation prior to the war? Was it a useful source of experience and pilots?
3. Why did we concentrate on building mainly Liberty engines, DeHaviland DH-4 bombers, and trainers? Why did we buy our pursuit fighters from the Allies?
4. What was the official position about the comparative value to the Army of the flying observers versus the pursuit pilot?
5. How critical was Billy Mitchell to America's air effort during the war? Initially? Later after the arrival of General Foulois and his ready-made staff?
6. What was the basic doctrine and command relationship under which the American Air Service served?

PROJECT WARRIOR

**Fighter: The True Story of
the Battle of Britain**

by

Len Deighton

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 7



In Fighter, the well-known British novelist, Len Deighton, used his talents as a military historian to describe the Battle of Britain. The result is a lively, well-researched account of those fateful days in August and September of 1940 when the Royal Air Force emerged victorious against the supposedly invincible German Luftwaffe. The book is primarily a discussion of German and British strategy and tactics. Deighton shows that the Luftwaffe was unprepared to wage an extended campaign in which control of the air was considered a necessary prerequisite for the German amphibious invasion to follow. The RAF, for its part, decided to employ its precious pilots and fighters against the German attackers only when absolutely necessary. Their strategy was successful. It caused the Luftwaffe to constantly alter its tactics and targeting priorities. But at no time did the German Air Force achieve decisive results. In the end, the RAF remained supreme, and Hitler turned his attention toward the Soviet Union instead.

Deighton covers more than strategy and tactics, however. He also clearly explains the major weapon systems and the leading personalities involved. His analysis of the German Messerschmitt Bf-109 and its British counterparts, the single-seat Hurricane and Spitfire, is particularly effective, as is his description of the evolution of radar which helped give the British a decisive edge. Among the air leaders, Deighton's sketches of Reichsmarshal Herman Goering and fighter aces Adolf Galland and Werner Moelders on the German side, and Britain's Sir Hugh Dowding and RAF heroes Douglas Bader and Peter Townsend are noteworthy.

Questions for Consideration:

1. What were the strengths and weaknesses of Great Britain's and Germany's strategies before and during the Battle of Britain?
2. What errors did the Germans make during the Battle of Britain?
3. What air tactics did each side employ?
4. What roles did technology, training, and leadership play during the battle?
5. Why is the Battle of Britain considered one of the decisive campaigns of World War II?
6. What impact did the outcome of the battle have on U.S. thinking about war with Germany?

Bomber Pilot

by

Philip Ardery

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 8



Every war releases a flood of literature by those who served. While large in quantity, unfortunately this genre is of mixed quality. This is especially true of the airmen's memoirs, whose war, unlike that of the soldier and sailor, is much more rapid than reflective. But this should not discourage the reader, because this class of literature has much to offer Air Force members. Through the eyes of the participants, the reader can see the war on an individual level, feel the fear, sense the frustration, and experience the excitement that makes war, war. In short, memoirs can probably best answer the question: what was it really like? Of the many memoirs of the World War II American airmen, perhaps a half a dozen or so are worthy of note. Probably the best of these is Philip Ardery's Bomber Pilot.

Ardery describes his service prior to the war and recounts his 26 combat missions in B-24s during the most intense period of the bombing campaign against Germany. His view is primarily from the cockpit.

Three aspects make this book the best memoir of the war. First, the author is a keen observer who writes prose one only expects from a novelist or poet. (As an aside, Ardery wrote the citation that helped gain the Medal of Honor for Lloyd "Pete" Hughes of his squadron.)

Second, the author, like the hero of a Hollywood thriller, was where the action was. He flew on the famous Ploesti mission, on one of the Big Week missions, on the first U.S. strike on Berlin, and on D-Day—four of the best known American bombing operations against Germany.

The third aspect that makes this book unique is that Ardery is so atypical and so well qualified to write this book. He was older than his peers, 29 in 1943, and better educated with both college and law degrees. In addition, he had flown as an instructor pilot so that he went into combat with much more flying time than the average pilot. Finally, Ardery served not only as a combat pilot, but as a squadron commander, group operations officer, and wing operations officer. It is the combination of these elements that makes Bomber Pilot exceptional.

Questions for Consideration:

1. What lessons of leadership are evident in Ardery's service? What lessons are evident in the other officers Ardery mentions? For example, General Timberlake.
2. Why were there such heavy losses on the Ploesti raid? How could they have been prevented?
3. What differences are revealed between flying and staff duties?
4. Was the incident described in the first chapter necessary to harden and form a combat unit? What impact did losses have on the author?
5. How did the World War II bombing differ from the World War I experience?

PROJECT WARRIOR

Ultra Goes to War

by

Ronald Lewin

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 9



Ultra was the code name for the greatest secret of World War II—"the method by which the Allies intercepted German radio transmissions and broke their coded content." Lewin's book analyzes the effectiveness of Ultra activity and the impact of this tremendous intelligence advantage on the conduct of war against Germany. The volume reveals both the strengths and limitations of this most invaluable of intelligence instruments.

Ultra Goes to War also provides insight into the leaders who used or misused that instrument. This study of an important, but largely ignored, dimension of warfare can be of great use to today's military professionals.

Questions for Consideration:

1. How important was Ultra in the Battle of Britain?
2. How did Ultra aid the British in the 1941-1942 fighting in North Africa?
3. Was all the secrecy surrounding Ultra necessary or even beneficial? (e.g., SLU members were not able to say anything about what they did.)
4. What limitations did Ultra have on its ability to decide the outcome of battle?
5. In the war at sea, both the British and Germans practiced centralized control of their naval forces. In light of the events of the war, does this appear to have been a good idea?
6. What part did Ultra play and how effective was it in the American air campaign against Germany?
7. Did Ultra play a more significant role in the allied 1942-1943 North Africa campaign or in Operation Overload and the ensuing drive across Western Europe in 1944-1945?

PROJECT WARRIOR

Strategies of Containment

by

John L. Gaddis

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 10



In Strategies of Containment, John L. Gaddis, Professor of History at Ohio University, appraises post-World War II American national security policy. Clearly organized and well-written, the book is divided into five periods of American strategy in which certain "geopolitical codes," or sets of assumptions about world affairs by American leaders, are manifested in national security policy decision-making.

The first period discussed is from 1947-1949, when State Department Director of Policy Planning and Soviet affairs expert George F. Kennan's "doctrine of containment" was evident in the Truman administration. The advent of the Korean War and the impact of the study by Kennan successor Paul Nitze, National Security Council Paper 68, signaled the arrival of the second period. Nuclear warfare and its deterrent capabilities were the focus of the Eisenhower era, the third division. The Kennedy and Johnson administrations' policy of "flexible response" comprises the fourth part. Finally, the detente of Nixon, Ford, and Carter terms are the fifth period.

Central to the author's discussion is the categorization of responses to the Soviet threat as "symmetrical" or "assymetrical." Symmetrical strategy involves American defensive counters to every Soviet move, while the assymetrical response involves picking priorities and responding selectively. Gaddis finds the vacillation between the two methods of response to the Soviets from period to period has prevented a coherent approach. After describing the implementation of each period's particular policy, he concludes that origins of American strategy have not necessarily been based on Soviet behavior as much as on political considerations inherent in our American political system.

Strategies is good reading and provides a solid overview of American national security policy in the post-war era which is essential for understanding today's world affairs.

Questions for Consideration:

1. What did Kennan see as the "fundamental objectives" of our national security policy?
2. Is there a better word than "containment" to describe our policy with respect to the Soviet Union?
3. What are examples of domestic political considerations which are constantly reshaping our national security policy?
4. How does Gaddis view detente?
5. Is there a remedy to our apparent vacillation in national security policy strategies?
6. How would you characterize the Reagan administration's foreign/defense policy using Gaddis' guidelines?

PROJECT WARRIOR

The Bridges of Toko-Ri

by

James Michener

MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 11



A short, exciting novel of the air war over Korea, this book explains how some American aviators fought the Korean War and why they fought. Michener has selected naval aviators flying off aircraft carriers in the Sea of Japan, but they could just as easily have been Air Force fliers who swept in to destroy enemy bridges, railroads, and ammunition dumps.

Michener's pilots come to life as they suffer bursts of nervousness, concerns for their families, fears of dying, and moments of sheer exhilaration as they streak across the clear blue sky toward their targets. Interspersed between these vivid moments are reflective times when the aviators ask and try to answer the difficult question of why their generation had to fight this particular war in this place at this time. The question is particularly troubling to Harry Brubaker, a 29 year-old reservist from Denver, Colorado, who is the novel's central character.

Questions for Consideration:

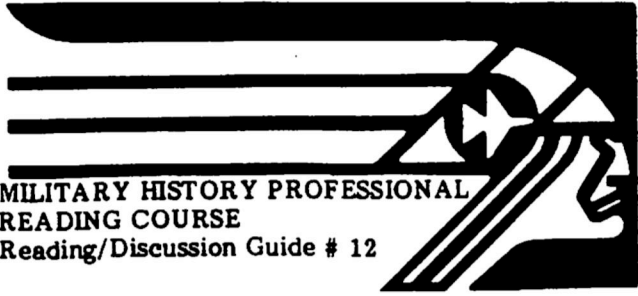
1. In Korea, the American military used reservists like Lt. Harry Brubaker extensively. What issues did their service raise among the professional, career military officers?
2. How did the Navy admiral's explanation of Americans fighting in Korea differ from the reasons why soldiers might fight in any war?
3. Do officers and enlisted men think about war differently?
4. Why did the Navy aviators fly, fight, and die in the Korean War?
5. Why did James Michener have Lt. Harry Brubaker die in Korea and not return home to his wife, family, career, and happy domestic life?

PROJECT WARRIOR

America in Vietnam

by

Guenter Lewy



MILITARY HISTORY PROFESSIONAL
READING COURSE
Reading/Discussion Guide # 12

America in Vietnam is one of the best works on the Vietnam War. It deals with the conduct of the war and the roots of United States involvement. Further, it provides a good discussion of some of the more controversial issues of the war, such as the bombing of North Vietnam, purported violations of the laws of armed conflict, and atrocities reported in the conflict. It assesses both the conduct of the war and the political opposition by activists on the homefront.

The thesis of the book is that the military leadership failed in that they never learned how to wage war against insurgents. American military leaders wanted to fight their own war, never realizing the conduct of the war had already been determined by the Communist insurgents.

Guenter Lewy is Professor of Political Science at the University of Massachusetts, Amherst.

Questions for Consideration:

1. What were the major reasons for United States involvement in Vietnam?
2. Why did the United States fail in waging war against insurgents?
3. What strategic assumptions did the United States hold in regard to Vietnam?
4. What effects did the news media have on the conduct of the war?
5. Was the Vietnam War winnable?

PROJECT WARRIOR

ADDENDUM

Foulois and the U.S. Army Corps, 1931-1935.

By John F. Shiner (Washington D.C.: U.S. Government Printing Office, 1983).
320 pp., photos, ill., index.

Stock #0870-00479-8

\$13.00

This volume describes the role of Foulois as Chief of the Air Corps and the Air Corps' efforts to prepare the country for aerial war; its bureaucratic fight for more money and aircraft; and its struggle for an independent air force.

The United States Air Force in Korea, 1950-1953.

By Robert Frank Futrell. (New York: Duell, Sloan and Pearce, 1961). Revised edition. Washington D.C.: U.S. Government Printing Office, 1983). 823 pp, photos, maps, index.

Stock #0870-00488-7

\$18.00

See Pamphlet, p. 12, for description.

Air Base Defense in the Republic of Vietnam.

By Roger P. Fox. (Washington D.C.: U.S. Government Printing Office, 1979). 278 pp., maps, charts, ill., photos, index.

Stock #0870-00436-4

\$6.50

See Pamphlet, p. 14, for description.

The U.S. Air Force in Southeast Asia: The Advisory Years, to 1965.

By Robert Frank Futrell with the assistance of Martin Blumenson. (Washington D.C.: U.S. Government Printing Office, 1981). 398 pp., photos, ill., index.

Stock #0870-00445-3

\$15.00

See Pamphlet, p. 20, for description.

The U.S. Air Force in Southeast Asia: Development and Employment of Fixed-Wing Gunships, 1962-1972.

By Jack S. Ballard. (Washington D.C.: U.S. Government Printing Office, 1982). 326 pp., photos, ill., index.

Stock #0870-00452-6

\$15.00

See Pamphlet, p. 20, for description.

The U.S. Air Force in Southeast Asia: Tactical Airlift.

By Ray L. Bowers. (Washington D.C.: U.S. Government Printing Office, 1983). 899 pp., photos, ill., index.

Stock #0870-00470-1

\$14.00

See Pamphlet, p. 20, for description.

Operation Ranch Hand: The United States Air Force and Herbicides in Southeast Asia, 1961-1971.

By William A. Buckingham. (Washington D.C.: U.S. Government Printing Office, 1982). 253 pp., photos, ill., index.
Stock #0870-00466-6
\$8.50

See Pamphlet, p. 21, for description.

The United States Air Force Search and Rescue in Southeast Asia, 1961-1975.

By E. Hawkins Tilford. (Washington D.C.: U.S. Government Printing Office, 1980). 212 pp., photos, ill., index.
Stock #0870-00453-4
\$7.50

See Pamphlet, p. 21, for description.

Air Power and Warfare.

Eighth Military History Symposium, 18-20 October 1978. Ed. by Col. Alfred F. Hurley, (Washington D.C.: U.S. Government Printing Office, 1979). 461 pp., index.

Stock #0870-00441-1

\$8.00

See Pamphlet, p. 19, for description.

The American Military and the Far East.

Ninth Military History Symposium, 1-3 October 1980. Ed. by Joe C. Dixon. (Washington D.C.; U.S. Government Printing Office, 1980). 332 pp., index.

Stock #0870-00474-7

\$7.00

Air Superiority in World War II and Korea.

General editors: Richard H. Kohn and Joseph P. Harahan. (Washington D.C.: U.S. Government Printing Office, 1983). 116 pp., photos, index.

Stock #0870-00489-5

\$4.75

Using the oral interview methodology, moderator Richard H. Kohn, brings together Generals Ferguson, Lee, Momyer, and Lt. Gen. Elwood R. "Pete" Quesada for a lively and informative exchange. Focusing exclusively on air superiority, the Generals examine theories and operations, share experiences, and reflect on the problems surrounding air superiority.

Planning and Organizing the Post War Air Force: 1943-1947.

By Herman S. Wolk (Washington D.C.: U.S. Government Printing Office, 1984). 359 pp., ill., photos, maps, charts, index.

Stock #0870-00510-7

\$12.00

This work describes the planning for the post war Air Force. The author considers the struggle for Air Force independence, looks closely at roles and missions, the 70-group program, the postwar reorganization of March 1946, and the USAF Headquarters reorganization of October 1947.

Ideas and Weapons.

By Irving B. Holley, Jr. (New Haven: Yale U. Press, 1953). Revised edition (Washington D.C.: U.S. Government Printing Office, 1984), 222 pp., index. Stock # 0870-00504-2

(Price not yet available)

This classic in air power history is a study in the relationship of technological advance, military doctrine, and the development of weapons.

The Command of the Air.

By Giulio Douhet. (New York: Coward McCann, Inc., 1942) Revised edition published by the Office of Air Force History as part of Project Warrior. (Washington D.C.: U.S. Government Printing Office, 1984), 384 pp. Stock #0870-00505-1

Paperback, \$8.00

A reprint of the airpower classic of the 1920s. The author argues for an independent air force and the decisiveness of strategic bombing. The arguments had considerable impact throughout the world during the interwar years and beyond.

The Home Front and War in the Twentieth Century.

Tenth Military History Symposium, 20-22 October 1982. Ed. by James Titus. (Washington D.C.: U.S. Government Printing Office, 1983). Stock #0870-00511-5

Paperback \$9.00

The theme in this collection of papers is rooted in two reciprocal ideas: that the impact of armed force is not confined to the battlefield, and that few governments can hope to wage protracted war successfully without strong domestic support. The sessions dealt with these concepts in economic, social, and intellectual terms.

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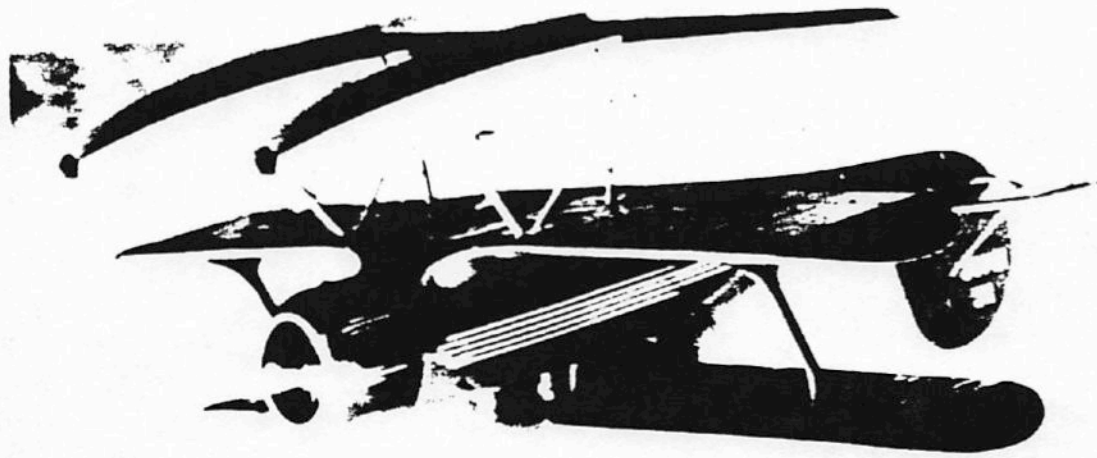
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National Historical Committee Meeting August 1984. Left to right standing, Hopper, Mitchell, Madsen, Blascovich, Ostling, seated, Hopper, Morse, Sedita, Walker.

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1	3	1/1/85	Hopper	In process
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